Department of Management

MGMT 4710-004: Strategic Management

Dr. John Amis

Spring, 2010

Days: Tuesday
Thursday
Time: 11:20am-12:45pm
Location: FCB 119

Office: FCB 344
Tel.: (901) 678-3065 (o)
(901) 351-0173 (c)
E-mail: johnamis@memphis.edu

Office hours: Tuesday: 1pm-5pm
Thursday: 1pm-5pm
or by appointment

Course materials: https://elearn.memphis.edu/
Course Description
Advanced problems in determination, execution, and control of strategic management process in light of changing environments in which organizations operate.

Prerequisites
MGMT 3110, MGMT 3510, and senior standing in the Fogelman College of Business & Economics. Enrollment limited to graduating seniors.

Required Course Text
You must have significant access to the main course text, *Strategic Management: Competitiveness and Globalization: Concepts & Cases* by M.A. Hitt, R.D. Ireland & R.E. Hoskisson, published by South-Western Cengage Learning. You will need the 8th edition published in 2009. The ISBN number is 978-0-324-65559-9. You can of course buy a used copy, but please make sure that you get the correct edition – other versions of the text will not necessarily contain all of the concepts and issues that we will cover in the course.

Methods of Instruction
The course is delivered through a series of classroom-based, highly interactive, lectures.

Course Objectives
This course addresses issues to consider, and approaches to use, when making decisions concerning the strategic direction of an organization. To make such decisions, the decision-maker must develop an accurate assessment of (a) threats and opportunities in the organization’s environment, and (b) the organization’s strengths and weaknesses.

The environments in which organizations operate are changing at an unprecedented pace. Accepted management practices are also changing dramatically. This means that we will be dealing with extremely dynamic issues.

The strategy process is inherently complex because of the instability of organizational environments, the inevitable political processes that take place both within and outside the organization, and the interdependence and dynamism of organizational structures and systems located in a global milieu. Given this complexity, there is no one best way to develop and implement strategy; there are, however, better and poorer strategic approaches. The purpose of this course is to uncover and apply some of the better methods.

The course deals with the work of senior management. As such, the perspective adopted is that of the general manager who must be concerned with the overall success of the organization. We will focus on the perspectives and skills required of the general manager in diagnosing and finding realistic solutions for critical problems in complex situations. The course is designed to raise strategic issues that managers can expect to face.

In order to capture the pragmatic, action-oriented nature of the general manager’s task and the complexity of the problems s/he will face, this course stresses the analysis of actual situations by making considerable use of cases provided by the instructor and examples provided by students. As this is a capstone course, it is purposively designed to be integrative and thus you should expect to find, and draw upon, concepts raised in other degree classes that you have taken.

Aim
The aim of this course is to provide you with an understanding of some of the crucial strategic issues that are faced by general managers of organizations.
Learning Outcomes
By the end of this course, you should be able to:
1. conduct a strategic analysis of an organization using a variety of different conceptual approaches;
2. identify the important internal and external pressures that constrain and facilitate strategic planning;
3. evaluate a strategic management problem, consider different arguments, and then formulate and articulate a course of action;
4. communicate more effectively thanks to the practice that you have received in presenting and defending your ideas in both oral and written formats.

Course Structure

Attendance
A significant amount of your learning will occur in the analysis and discussion that takes place in the classroom. It is not, therefore, possible to make-up for a missed class. Consequently, you are expected to attend every class; please be prompt so that we can start and finish on time. More than one unexcused absence will negatively affect your grade. Because a significant portion of your grade is earned by a group assignment, you need to be in class in order to be able to play a full role in your group activities, therefore four or more unexcused absences will result in you failing the course.

Preparation
For an effective learning process, it is vital that you spend time carefully preparing before class. This will allow you to actively participate in the discussions that will form a vital part of the learning process. At various times you will be expected to start a discussion or answer a specific question, so unless you have thought about and adopted a personal position on relevant issues, it is difficult to contribute to, and learn from, the other members of the group. If the thought of starting such a discussion makes you feel particularly uncomfortable, please talk to me. I encourage you to spend some time before class discussing various positions with other members of the class.

I expect that you will:
• Invest time and effort in understanding the principles of management
• Take responsibility for your own learning
• Check, at least daily, established communication mechanisms (e.g., e-mail)
• Attend all lectures, and complete the assigned tasks and readings within the specified time frames
• Notify the course leader if circumstances prevent the completion of any assigned readings or tasks, or attendance at a particular lecture
• Communicate any difficulties that might impair learning or academic performance
• Follow the guidelines provided for the submission of written work
• Provide constructive feedback to the instructor regarding the content and delivery of the course

You can expect that I will:
• Provide a course outline that clearly states the objectives of the course
• Provide a weekly breakdown of the course content, reading requirements and any tasks
• Provide a program of study that is challenging, intellectually stimulating, and allows for opportunities to analyze practical and theoretical aspects of management
• Provide a clear indication of the forms of assessment and dates for exams and submission of written work
• Create a climate that enhances student learning and achievement and is conducive to the open sharing of ideas
• Provide constructive feedback on work within one week of completion
• Hold office hours and be available for appointments to provide opportunities for the discussion of areas of interest and/or difficulty
Students with Disabilities
If you have some form of disability that you feel may affect your performance in this course, please contact me, in confidence, as soon as possible. Provided that you have documentation from the Student Disability Services office (110 Wilder Tower; tel.: 678-2880; www.people.memphis.edu/~sds/) I will be very willing to try to accommodate any request that you may have.

Dealing with Harassment
The Department of Management believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, a faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:
1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the Instructor, another faculty member, the Department Chair (Dr. Robert Taylor; tel.: 678-4551) or the University’s Affirmative Action Officer (Ms. Michelle Banks, tel.: 678-2713).

Learning Resources
It is important that you take responsibility for your own learning. However, there are a variety of resources to help you. The web-based resources that are provided by the textbook publisher Cengage have been found valuable by students who have previously taken this course. Two other useful units that you should familiarize yourself with, that provide free services, are the Educational Support Program and the Business Learning Center.

The Educational Support Program has proved to be very useful for students who wish to improve their writing and learning skills. Please visit the website at http://www.people.memphis.edu/~aetcpu/html/esp.HTM (417 Mitchell Hall, tel.: 678-2704) and get in touch with the Director of the Program, Dr. Barbara Bekis (bbekis@memphis.edu).

The Business Learning Center is located in FCB 256; tel. 678-3912. Tutors are available in accounting, statistics, finance, management, and marketing. Hours are 8:00 AM-7:00 PM, Monday-Thursday, 8:00-noon on Fridays.

Plagiarism & Exam Conduct
Next, a note on plagiarism. To plagiarize means to attempt to pass off the ideas or words of somebody else as your own. Plagiarism includes, but is not limited to, the use, paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This is an academic offence that the University takes very seriously. Any attempt to copy from another student during exams will be viewed in a similarly serious manner. Please refer to the University’s “Code of Student Rights and Responsibilities” (http://saweb.memphis.edu/judicialaffairs/esc/CSRR.pdf) for actions that may result from student academic misconduct along with your other rights and responsibilities.
**Course Content**
The course will cover each of the following topics, and highlight the way in which they impact on the management of different organizations. You will be expected to have read each of the required chapters from the course text before the start of each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14\textsuperscript{th} January</td>
<td>Introduction to Strategic Management Team Assignments</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>19\textsuperscript{th} January</td>
<td>Strategic Management &amp; Competitiveness Case preferences turned in</td>
<td>Ch 1; Prep case analysis; Gordon article</td>
</tr>
<tr>
<td></td>
<td>21\textsuperscript{st} January</td>
<td>External Environment</td>
<td>Ch 2</td>
</tr>
<tr>
<td>3</td>
<td>26\textsuperscript{th} January</td>
<td>Internal Organizational Dynamics</td>
<td>Ch 3</td>
</tr>
<tr>
<td>4</td>
<td>2\textsuperscript{nd} February</td>
<td>Business-Level Strategy</td>
<td>Ch 4</td>
</tr>
<tr>
<td></td>
<td>4\textsuperscript{th} February</td>
<td>Case Discussion: Jet Blue</td>
<td>Case</td>
</tr>
<tr>
<td>5</td>
<td>9\textsuperscript{th} February</td>
<td>Competitive Rivalry</td>
<td>Ch 5</td>
</tr>
<tr>
<td></td>
<td>11\textsuperscript{th} February</td>
<td>Case Discussion: Microsoft</td>
<td>Case</td>
</tr>
<tr>
<td>6</td>
<td>16\textsuperscript{th} February</td>
<td>Corporate-Level Strategy</td>
<td>Ch 6</td>
</tr>
<tr>
<td></td>
<td>18\textsuperscript{th} February</td>
<td>Case Discussion: Capital One</td>
<td>Case</td>
</tr>
<tr>
<td>7</td>
<td>23\textsuperscript{rd} February</td>
<td>First Test</td>
<td>None</td>
</tr>
<tr>
<td>8</td>
<td>2\textsuperscript{nd} March</td>
<td>Acquisition &amp; Restructuring</td>
<td>Ch 7</td>
</tr>
<tr>
<td></td>
<td>4\textsuperscript{th} March</td>
<td>International Strategy</td>
<td>Ch 8</td>
</tr>
<tr>
<td>9</td>
<td>9\textsuperscript{th} March</td>
<td>Spring Break</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>16\textsuperscript{th} March</td>
<td>Cooperative Strategy</td>
<td>Ch 9</td>
</tr>
<tr>
<td></td>
<td>18\textsuperscript{th} March</td>
<td>Case Discussion: PSA Peugeot Citroen</td>
<td>Case</td>
</tr>
<tr>
<td>11</td>
<td>23\textsuperscript{rd} March</td>
<td>Corporate Governance</td>
<td>Ch 10</td>
</tr>
<tr>
<td></td>
<td>25\textsuperscript{th} March</td>
<td>Case Discussion: Tyco</td>
<td>Case</td>
</tr>
<tr>
<td>12</td>
<td>30\textsuperscript{th} March</td>
<td>Organizational Structure</td>
<td>Ch 11</td>
</tr>
<tr>
<td></td>
<td>1\textsuperscript{st} April</td>
<td>Case Discussion: Teleflex Canada</td>
<td>Case</td>
</tr>
<tr>
<td>13</td>
<td>6\textsuperscript{th} April</td>
<td>Strategic Leadership</td>
<td>Ch 12</td>
</tr>
<tr>
<td></td>
<td>8\textsuperscript{th} April</td>
<td>Strategic Entrepreneurship</td>
<td>Ch 13</td>
</tr>
<tr>
<td>14</td>
<td>13\textsuperscript{th} April</td>
<td>Second Test</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>15\textsuperscript{th} April</td>
<td>Presentations: Teams 1, 2 &amp; 3</td>
<td>None</td>
</tr>
<tr>
<td>15</td>
<td>20\textsuperscript{th} April</td>
<td>Presentations: Teams 4, 5 &amp; 6</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>23\textsuperscript{rd} April</td>
<td>Presentations: Teams 7 &amp; 8</td>
<td>None</td>
</tr>
<tr>
<td>16</td>
<td>27\textsuperscript{th} April</td>
<td>Presentations: Teams 9 &amp; 10</td>
<td>None</td>
</tr>
</tbody>
</table>

If you require further readings in any particular area, please consult with the instructor or examine the following resources. You are also encouraged to use some of the excellent electronic search engines (e.g., Business Source Premier, ABI Inform) that are available through the library.
**Academically-oriented**

Academy of Management Journal  
Administrative Science Quarterly  
Journal of Management  
Organization Science  
Strategic Management Journal

Academy of Management Review  
Journal of Applied Behavioral Science  
Journal of Management Studies  
Organization Studies

**Practitioner-oriented**

Academy of Management Perspectives  
Business Week  
The Economist  
Fortune  
Sloan Management Review

Business Horizons  
California Management Review  
Forbes  
Harvard Business Review  
Wall Street Journal

**Additional Research, Reading & Writing Resources**

There are a number of online databases that students should become wholly familiar with, since they greatly enhance the research process. These include:

- Online Catalogue: University of Memphis Library
- Business Source Premier – on-line journal database and search engine
- ABI Inform – on-line database and search engine
- LEXIS-NEXIS Academic Universe provides access to a wide range of news, business, legal, and reference information.
- Other Research Databases through the University of Memphis library network.

**Assessment**

A great deal of emphasis in this course is placed upon reading, analyzing, and then discussing. Your final grade will be made up of the following five components:

*Participation (10%)*

Class participation involves being clear on your own position and being able to defend it. It also requires a certain amount of openness to alternative perspectives. Participation allows you to learn from colleagues and to help them learn from you. Accordingly, you are expected to analyze, comment upon, question, discuss, and build upon others’ contributions. Good participation is not repeating case facts, monopolizing class time, or ignoring the contributions of others. Effective participation will be valued. The ability to present one’s ideas concisely and persuasively, and to respond effectively to those of others, is a key success factor in any managerial position. One of the goals of this course is to help you sharpen that ability. A maximum of 9% will be available for attendance as this constitutes the primary form of participation; a maximum of 2% will be available for contribution to class discussions.

*Tests (40%)*

The tests will be held in class on **Tuesday 23rd February 2010** and **Tuesday 13th April 2010**. Each test will start promptly at the beginning of class – no late admittance will be possible because of the disruption to other students. Test 1 will draw on the material covered in weeks 2 to 6 inclusive; test 2 on weeks 7 to 13. Questions will be predominantly short answer and multiple choice. Please be prepared to answer questions that will draw upon lectures, discussions, readings, videos or other information with which you have been provided. If you miss a test, no make-up will be possible.
**Team Strategic Analysis (20%)**

In the first class you will be assigned to a team of five people. Your team will be responsible for identifying an engaging strategic problem or issue in a major Fortune Global 500 company and present their analysis and recommendations to the class. You will present the material in a 25 minute block of time - each person should expect to present for approximately 4 minutes.

*Preparation.* In preparing this analysis, the group needs to review the course topics and relate them to the company that you are analyzing. You should be able to access the on-line (and other media) data bases available in the library as well as reviewing the current trade literature. You will probably want to consider related current issues, such as technology developments, the current state of the economy, (in general as well as in the target segment), and the nature of management at the company. You need to identify key strategic events and issues, giving special attention to characterizing the nature and pace of technological and competitive change. Graphs, charts, summary statistics and diagrams that compress the data into readily comprehensible material are especially suitable for these cases. Finally, you will present your analysis and recommendations for solving the current major problem or issue facing the company.

As in the real world, you are responsible for being completely current. If late-breaking news affects your problem or recommendations, you need to incorporate it into your presentation. Each team member must participate in the formal presentation.

*Presentation.* Your presentation should be in PowerPoint form, and presented using the classroom computer facilities. The presentation should last for 16-20 minutes with 5 minutes for questions. You might want to be prepared with backup transparencies in case there are problems with the computer or the projection system. (You should also be prepared to continue your presentation if the overhead projector fails). Business attire is advised.

I will be asking for a **team peer evaluation** at the end of the semester. This evaluation will allow me to reconsider your grade if there is overwhelming evidence from your peers that you have been free-riding.

**Case Analysis (30%)**

After the first class meeting, you will be expected to choose one case study for your individual case analysis report. A preference sheet for the case analysis reports is attached, and you will be expected to turn it in at the start of the second class. I will assign the cases based on your preferences and distribute copies to all students in the course. If you do not turn in the preference sheet, I will assume that you have no preference.

*This is a substantial assignment, and will take many hours of preparation. It cannot be done in one night, or even in one weekend.* The individual case analysis report consists of two parts, a strategic audit (attached as an appendix) as described in the Gordon (1997) reading available on e-learn, and an executive summary. The executive summary should be around six-eight pages of double-spaced text (1 inch margins, 12 point font) with charts and figures included where appropriate. **Brevity is important.**

Your individual case analysis reports are due at the beginning of the class when the case is to be discussed. Be ready to be a major participant in the case discussion. You will not be graded separately on the discussion, although it will count as part of your class participation grade.

**General Requirements for Case Analyses**

Approach the assignment as though you are a management consultant hired by the management of the company in the case to solve their problem. First, you must determine what the problem is. Then recommend an action plan for the company to follow. The case analysis report is your formal report to the company’s management. You may assume they know the facts of the case, and do not waste their time repeating them. Also, since this report is to executives, be concise. **Brevity is important.** Get to the point, but be able to support your conclusions with any appropriate analysis.
All case analysis reports are due at the beginning of the class when the case is to be discussed. Be prepared to discuss your individual report with the entire class. Do not prepare a formal presentation, but be ready to be a major participant in the case discussion. You will not be graded separately on the discussion, although it will count as part of your class participation grade.

Please DO NOT include a coversheet – just put the title of your case assignment, the course code (MGMT 4710-004), my name, the last 4 digits of your social security number and the week to which the assignment refers; DO NOT put down your name.

DO NOT use any form of plastic sleeve or folder – it is wasteful of resources and time consuming for the marker.

The following is a suggested format for organizing your case analysis report executive summary. It is up to you to decide on an appropriate format for your specific case and your specific ideas.

1. **Brief diagnosis or problem definition (about one paragraph, at most one page).** What is the most important problem or set of problems facing the company? What area(s) is(are) the problem(s) in? Why is it important to solve?

2. **Analysis of the problem (about two pages).** What caused the problem? What evidence or analysis supports your interpretation? How does the problem connect with other areas of the company or other businesses?

3. **Recommendations (about four pages).** What course of action do you suggest? Be specific. How does your solution follow from your problem analysis? How will your plan eliminate the problem? How will it be implemented? Include an action plan. How much will your plan cost? Is it feasible? What are the risks of your plan? What can go wrong? Include a risk analysis. How will other actors (competitors, unions, employees, governments, suppliers, etc.) react to your plan?

4. **Strategic Audit Appendix (no page limits).** Use the key criteria from Gordon (1997) as subheadings and then include one or two bullet points under each subheading that address the issues to hand.

**How to avoid the most common pitfalls of case analysis:**

1. **Re-read the section ‘Preparing an effective case analysis’** in the text book.

2. **Provide a clear definition of the problem.** The case materials will overwhelm you with information. In a short case analysis paper, you cannot hope to address all of the company’s problems. Choose the one problem that you think is the most important. Choose your definition of the problem carefully, as the way you define the problem will determine the kinds of solutions you look for. If you define it as a marketing problem, you will seek marketing solutions. If production, production solutions. If finance, finance solutions. And so on.

3. **Analyze, don’t summarize.** Do not summarize the facts in the case. Your report is aimed at management, who know the facts. Your report will be graded by someone who knows the facts. Do not rehash facts from the case. You do want to, however, cite facts, information and statistics from the case when they are necessary to support your position. But make it clear how they are supporting your position.

4. **If the relevant data are available in the case, perform financial analyses.** Even if the problem doesn’t seem to involve finances, you won’t be sure unless you do the analyses. (See Appendix II of ‘Preparing and Effective Case Analysis’ in the textbook for some of the kinds of analyses that are appropriate.)

5. **Support your analysis, ideas, and recommendations with adequate evidence.** Again, cite facts, information and statistics from the case to justify your analysis.
(6) **Make sure your recommendations address the problem you defined.** Do not define one problem, then by the end of the analysis be recommending solutions to a different problem.

(7) **Give practical, specific, feasible action recommendations.** Make your recommendations the central focus of your paper.

(8) **Consider the risks.** No plan is foolproof. Anticipate and prepare for risks.

(9) **Don’t report every analysis you undertook.** You’re making a recommendation. Use the analyses that support your recommendation. But see numbers (2), (3), and (4).

(10) **Don’t be wishy-washy.** Yes, there may be multiple alternatives. Yes, you may mention them. But choose one recommendation and explain why it’s the best alternative.

**Toastmasters (Bonus 5%)**

We have recently joined with Toastmasters International to provide students with opportunities to enhance their communication skills, something that has been shown to be highly correlated with managerial success. While you should join this as a matter of personal development, I am willing to give you additional credit to act as a further stimulus. Thus, in addition to the requirements above, you have the option to earn an additional 5% if you join a Toastmasters chapter in the College, attend at least half of the weekly meetings (6), fulfill four meeting roles, and give at least 1 prepared speech as outlined in the TI Competent Communicator manual. You must provide me with a written copy of the speech that you make.

**Writing Tips**

These are some common mistakes that students have made over recent years. With some care they can be easily avoided, and will help you improve your overall grade. **I will be quite unsympathetic towards anybody who makes the mistakes listed below.**

1. Make sure that you regularly save your material. Each time you finish a work session, back up your material on a jump drive and store it safely.

2. Always use a spell and grammar check (be careful with the latter).

3. Always, always, always get your work proof read by somebody before you hand it. It is also a good idea to read your work aloud (I would do this in your bedroom when everybody is out!) – this will help you pick up a lot of the grammatical mistakes.

4. Make sure that you complete all parts of the analysis – don’t leave anything out. If you are unsure as to what is being asked of you, please consult the instructor.

5. Avoid unnecessary preamble reiterating the question – the best writers get straight into their work and grab the reader’s attention right away. This is particularly important with short assignments.

6. Syntax - avoid long sentences – do not use more than one joining word (and, but, etc.); - keep writing sharp and focused, do not ramble; - avoid one-sentence paragraphs; - do not use “you” and “your”; do use “I” and “my”.

7. “it’s” = it is; “its” is the possessive form. Please get this right!!

8. Include in the reference list only the citations that appear in the text.
9. When you paraphrase, put the reference in brackets at the end of the sentence, or write in the text and just put the year in brackets, e.g. “Plowman et al. (2007) suggested that…” or “Radical change can develop incrementally (Plowman et al., 2007)”.

10. If you use a direct quote, you must also cite the page numbers. The direct quote should follow on smoothly from your own writing.

11. Put page numbers on assignments.

12. Avoid conversational/journalistic-style language such as, “in your own eyes”, “to the tune of”, “at the end of the day”. Remember that you are writing an academic paper, not a newspaper article.

13. Make sure that the second half of the sentence follows on smoothly from the first half, that one sentence clearly follows the previous one, and that one paragraph logically follows the previous one.

14. Do not use abbreviations such as e.g., i.e., etc. in the text; they are permissible in parentheses; do not use contractions, such as it’s, can’t, or don’t at all.

15. “e.g.” means “for example”; “i.e.” means “in other words”.

16. When you do use acceptable abbreviations or acronyms, make sure that they are cited in full the first time that they are used, for example, “The Securities and Exchange Commission (SEC) has expanded regulatory powers”.

17. Avoid bias in your writing. For example, “Bankers make too much money.”

18. Try not to repeat words in the same sentence or in the next two to three sentences.

19. Try to avoid using brackets – if it is important put it in the text, if not leave it out.

20. Make sure that different parts of the paper agree. Common mistake: “The Memphis City Council contributed some funding. They were heavily involved in the project.” “The Memphis City Council” is singular, therefore instead of “They were” use “It was”.

21. Only people have feelings, aims and objectives, organizations do not. For example, “The firm’s aims were…” is an example of anthropomorphism and is incorrect.
**Grading Policy**
The following grading policy applies for the case write up and the group presentation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark range</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- to A+</td>
<td>90 – 100%</td>
<td>An authoritative grasp of the subject is clearly demonstrated. Writing shows evidence of a careful analysis of the problem, an ability to construct a logical argument, and a critical approach that is through, extensive and demonstrates clear insight into the problem. Evidence of substantive background reading will be apparent. There will be no major spelling, punctuation or syntax errors.</td>
</tr>
<tr>
<td>B- to B+</td>
<td>80 – 89%</td>
<td>A clear grasp of relevant concepts. Clearly written, well presented with no serious omissions or errors. Some insight is provided. While there may be some weaknesses, these will be limited. Some writing errors will likely be apparent.</td>
</tr>
<tr>
<td>C- to C+</td>
<td>70 – 79%</td>
<td>Achieves most of what is required to achieve a passing grade, but falls short in one or more areas. While there may be evidence of some understanding of the concepts covered, the content is likely to be highly descriptive and lacking in critical thought or insight. There may be a lack of understanding of key concepts and limitations in the ability to select relevant material. This will be demonstrated by omission of key points and inclusion of irrelevant ones. Likely to be grammatical errors that detract from the clarity of the output.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Likely to demonstrate some understanding, but the logic of the arguments presented will likely be fundamentally flawed. The content is likely to be poorly written, demonstrating numerous grammatical errors that prevent the work being acceptable.</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
<td>A failing grade will be given if any of the following are relevant: the work does not satisfactorily address the problem that has been set; the work shows little or no understanding of the concepts covered in the course, or the links between them and the empirical context under analysis; the work has been plagiarized; the work was handed in late; there is no evidence provided of reading.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete grade</td>
<td>A grade of “I” (Incomplete) may be assigned by the instructor when a student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes all requirements within 30 days from the end of the semester in which it was received the “I” will be changed to an “F” regardless of whether or not the student is enrolled.</td>
</tr>
</tbody>
</table>

Enjoy the course!
MGMT 4710 Case Preference Sheet

Name:______________________________________________________________

Please number your preferences from 1 (most preferred) to 5 (least preferred).

<table>
<thead>
<tr>
<th>Individual Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Week 4: Jet Blue</td>
</tr>
<tr>
<td>_____ Week 5: Microsoft</td>
</tr>
<tr>
<td>_____ Week 6: Capital One</td>
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<tr>
<td>_____ Week 8: Lufthansa</td>
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<tr>
<td>_____ Week 10: PSA Peugeot Citroen</td>
</tr>
<tr>
<td>_____ Week 11: Tyco</td>
</tr>
<tr>
<td>_____ Week 12: Teleflex Canada</td>
</tr>
</tbody>
</table>

If you have a compelling reason why you want a particular case, please explain:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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